ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT REPORT

PRESENTED BY:

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OPI DATA ANALYST

ELP ASSESSMENT

- Given to students that fall into one of two categories
  - Students with English as a 2nd language
  - Students with a language of impact other than English

- Required of English Learner (EL) students by the NCLB and continued requirement in the ESSA (Every Student Succeeds Act)
  - More focus on EL students within ESSA

- ELP Test (ACCESS) given starting during 2011-2012 school year
  - Test is given in Dec-Jan (started online version in 2015-2016)
  - Tests is 4 basic domains: Reading, Writing, Speaking, Listening

ACCESS TEST DOMAINS

- 4 Different Domains
  - Speaking
  - Reading
  - Listening
  - Writing
- 3 additional domains that are combo's.
  - Oral Language
    - 50% Listening and 50% Speaking
  - Literacy
    - 50% Reading and 50% Writing
  - Comprehension
    - 30% Listening and 70%Reading

- Each domain is scored from 1.0 -6.0
- Total Score is scored from 1.0 - 6.0
  - 15% Listening
  - 15% Speaking
  - 35% Reading
  - 35% Writing
  - **Must take all 4 domain tests to receive a Total score**

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ACCESS TEST SCORING

- Scoring Proficiency Levels
  - 1 – Entering
  - 2 – Beginning
  - 3 – Developing
  - 4 – Expanding
  - 5 – Bridging
  - 6 – Reaching
- Score of 3.2 means the students is “Developing” and scores at the 20th percentile of students in the “Developing” proficiency level.

ACCESS TIERS

- Listening and Reading
  - Students take these domains to determine the Tier level test they will take in Speaking and Writing.
- Tier A
  - Students that are testing at the Tier A Level for both speaking and Writing domains.
- Tier B
  - Students test at Tier A in one of the domains of Speaking or Writing and Tier BC in the other domain
- Tier C
  - Students that test at Tier BC in both the Speaking and Writing domains.

- Kindergarten
  - Kindergarten students take a test that is specifically designed for Pre-K/K students.
  - Scored slightly differently than grades 1-12
    - Instructional Score (K-score)
      - Used by Teachers to determine how the student is developing in relation to the standards of a Kindergarten student.
    - Accountability Score
      - Same as the scoring scale used for grades 1-12
      - Determines if a student can be exited from the LEP program.

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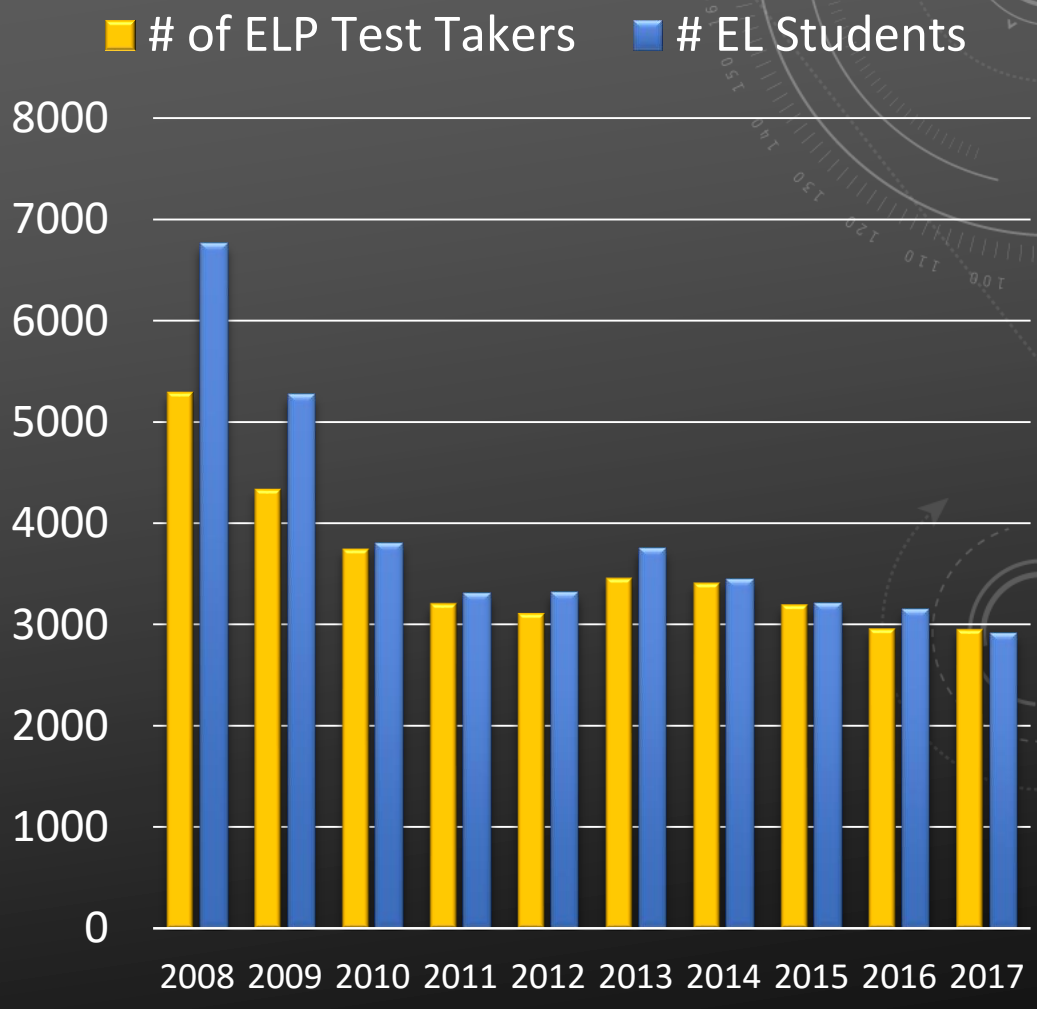
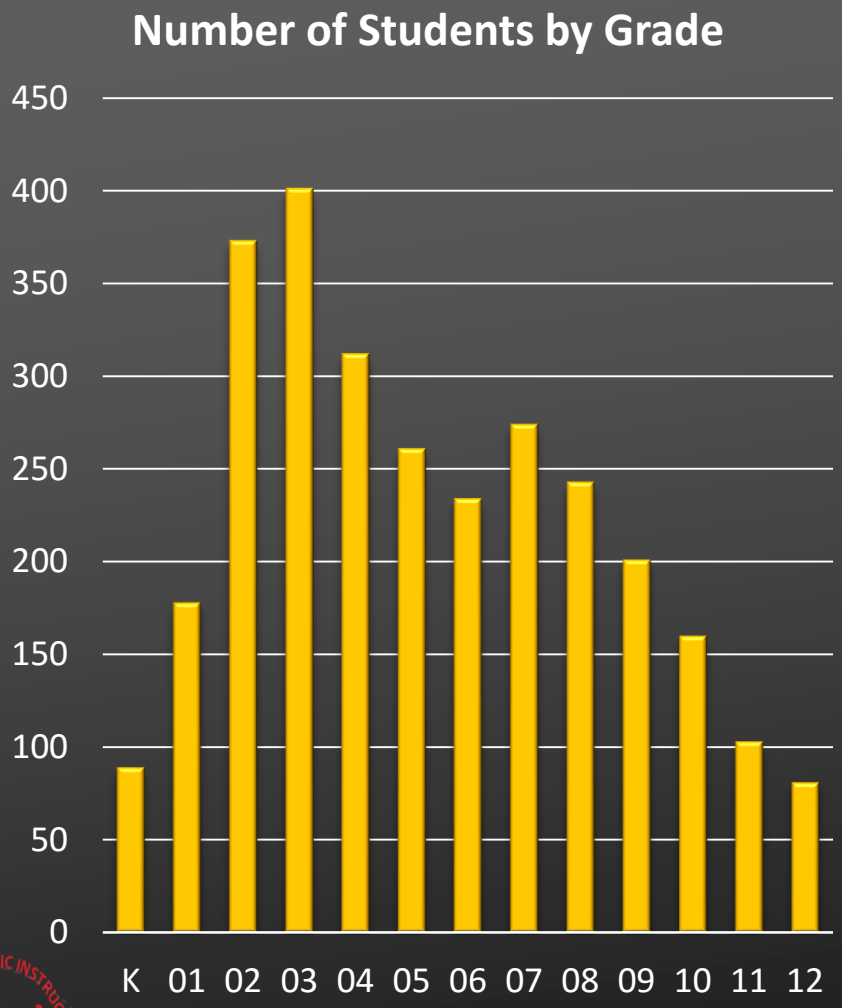
2016 – 2017 ELP TEST TAKERS

- 2954 Test Takers (7 on Alternate Test)
  - 131 Kindergarten
  - 928 Tier A (353 in 2016)
  - 369 Tier B
  - 1440 Tier C



EL STUDENT POPULATION



- 2016-2017 EL counts
  - 2918 Total
    - 2623 Title III EL students
    - 2030 American Indian EL Students (69.6%)
- Odd distribution of students by grade
  - Number of 1st grade students went from 347 in 2016 to 178 in 2017
  - Expect the distribution to start high and then proceed lower for each grade.

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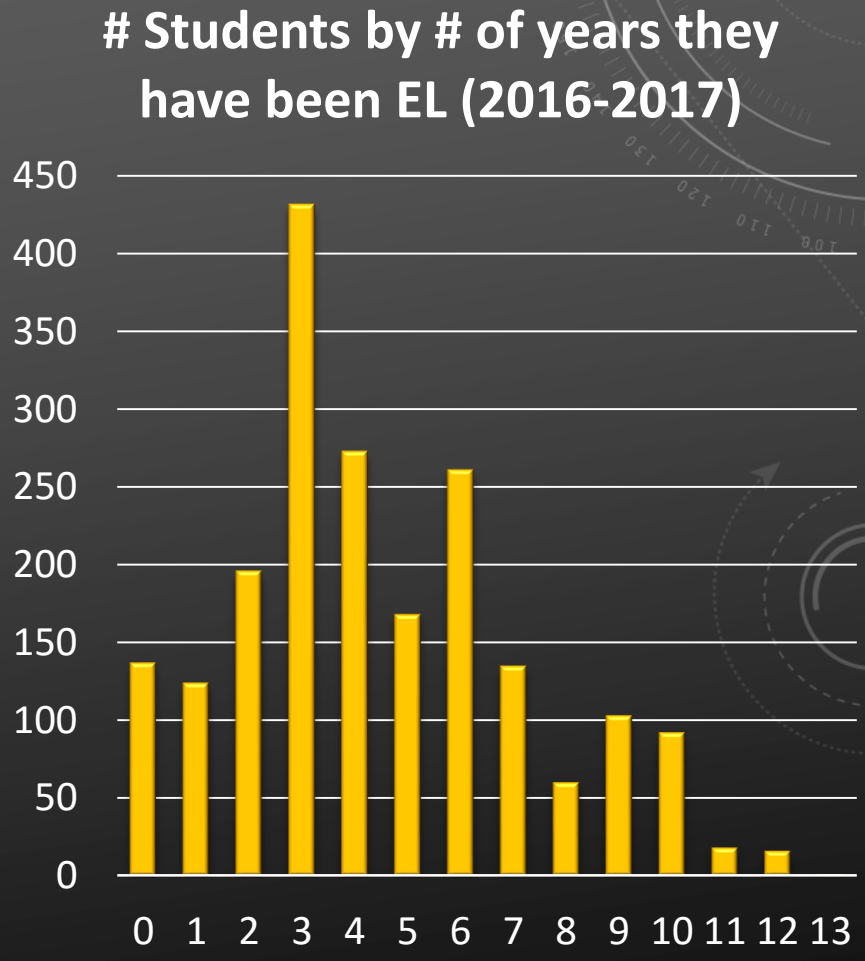
LENGTH OF TIME AS AN EL STUDENT

- Distribution of # of students is a bit odd
  - Less students at 0,1,2 years

- Under ESSA we will not have to report the number of students that have been EL for 5 or more years for each district.
  - 1004 Students
    - 34.4% of EL Students
  - 854 American Indian Students
    - 85.1% of all 5 Year EL Students



MONTANA DEFINITION OF PROFICIENT

- NEW! Must score at least 4.0 on all domains and 5.0 on Total Proficiency

- Input from additional measures of reading, writing, or language development available from school assessments.

MONTANA PROFICIENCY

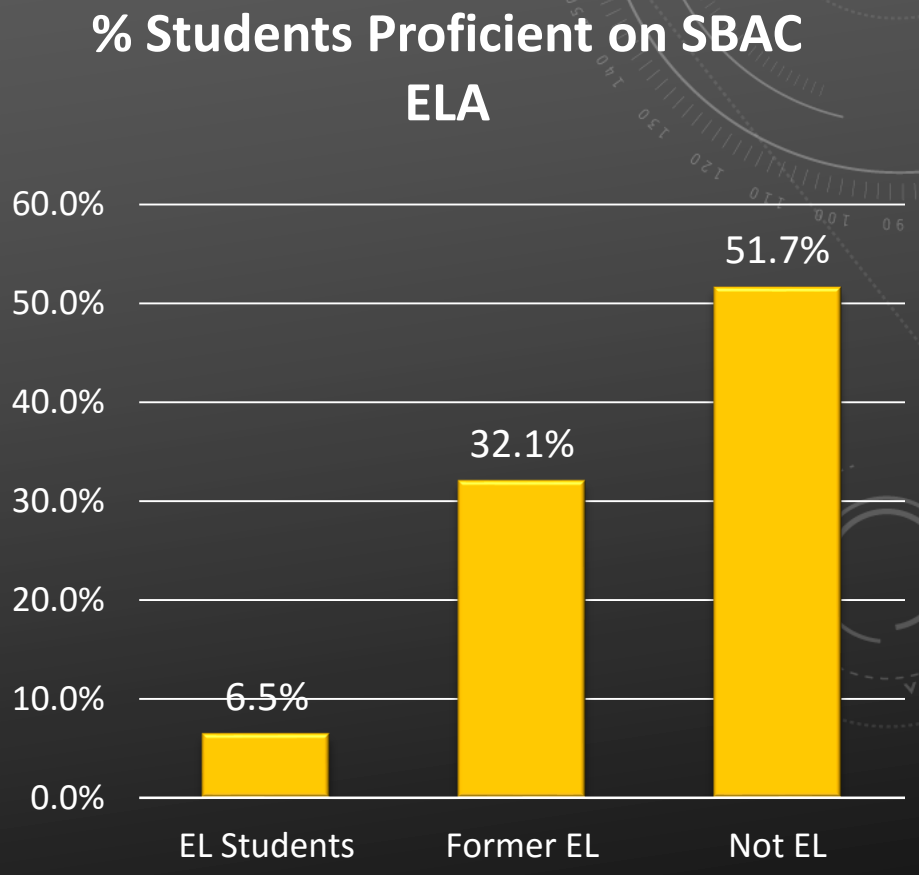
- In 2016 – 2017 1.4% of students taking the ACCESS test scored as Montana Proficient
  - 40 Students
- In 2015 – 2016 13.4% of students taking the ACCESS test scored as Montana Proficient
  - 394 students
- In 2014 – 2015 13.8% of students taking the ACCESS test scored as Montana Proficient
  - 442 students
    - 116 of these students took the test again in 2015-2016 and 62 or 53.4% scored Montana Proficient a 2nd time.

2016-2017 ELP TEST TAKERS ON THE SBAC

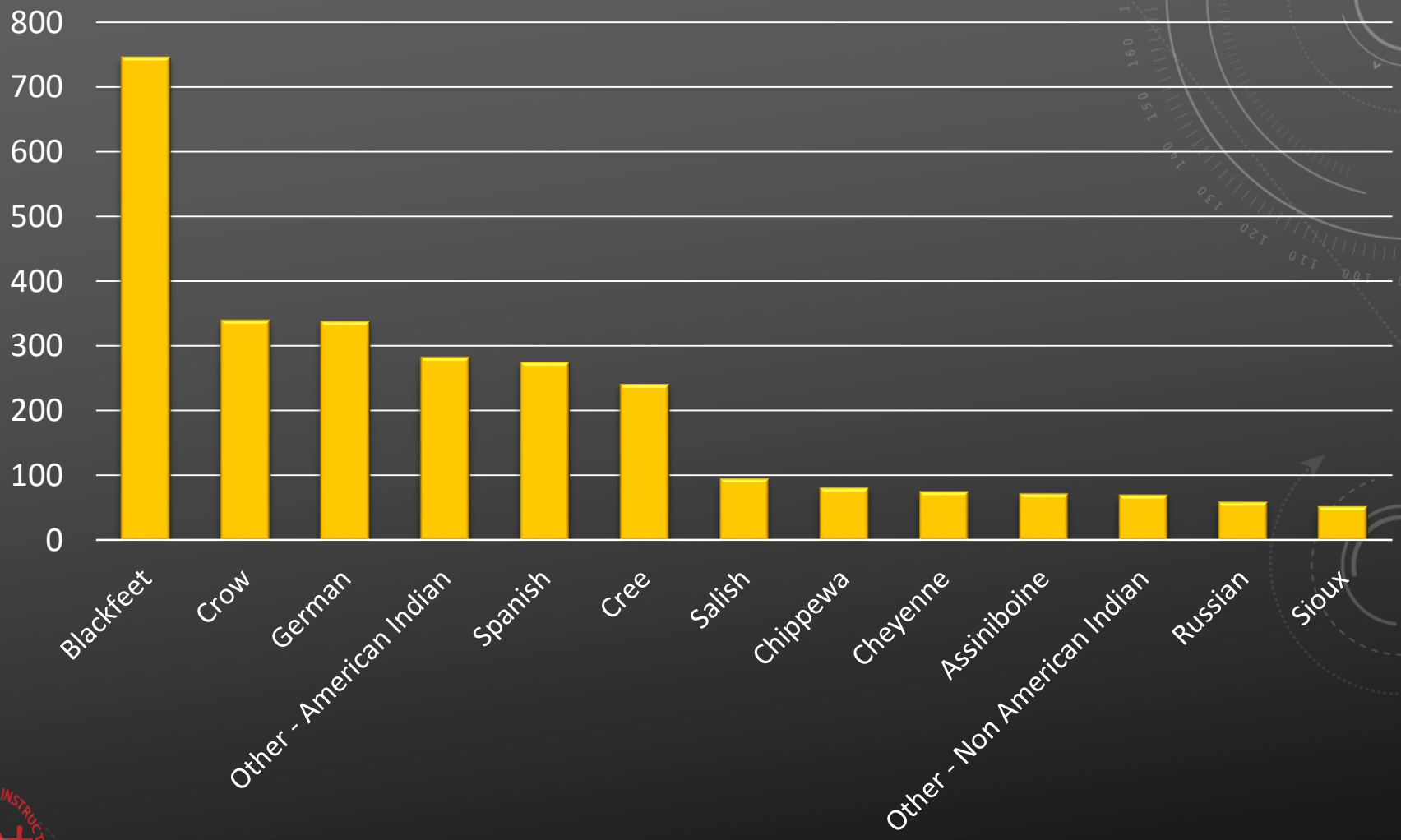
		SBAC Reading Proficiency Level				
		Novice	Near Proficient	Proficient	Advanced	Total
ELP Total Proficiency Level	1.0	110 97%	2 2%	0 0%	1 1%	113
	2.0	427 96%	17 4%	2 0%	0 0%	446
	3.0	551 77%	143 20%	16 2%	5 1%	715
	4.0	112 42%	102 38%	48 18%	7 3%	269
	5.0	2 7%	8 29%	12 43%	6 21%	28
	6.0	0 0%	0 0%	0 0%	2 100%	2
	Total	**1202**	**272**	**78**	**21**	**1573**

SBAC READING SCORES EL STUDENTS

- EL students are the lowest scoring subgroup
  - Not unique to Montana, this is the case nationwide

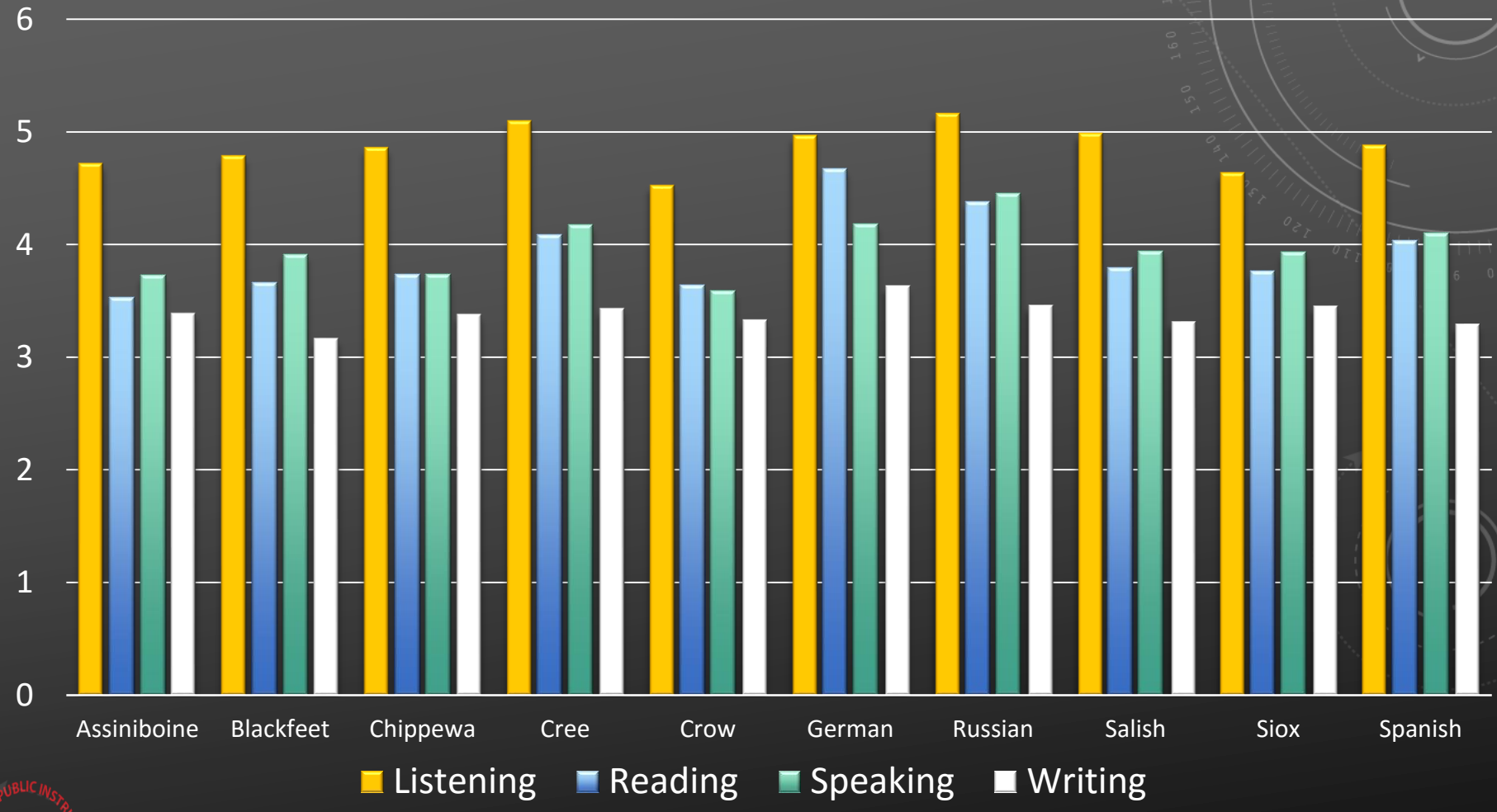


NUMBER OF STUDENT BY LANGUAGE OF IMPACT



*Includes all Current EL students and only Languages of Impact with 50 or more students

2015-2016 DOMAIN MEANS BY LANGUAGE OF IMPACT



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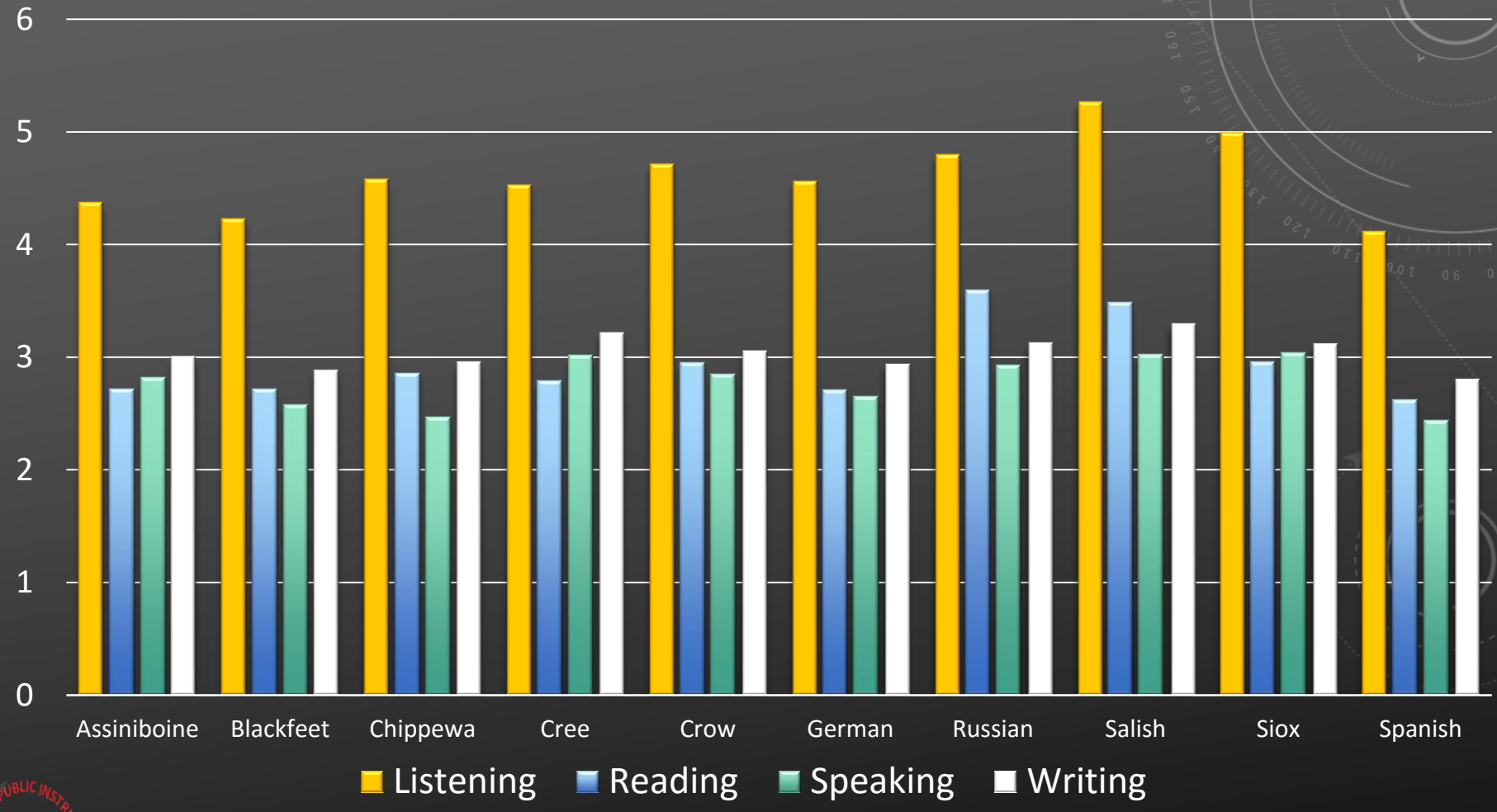
2016-2017 DOMAIN MEANS BY LANGUAGE OF IMPACT



Only 7 of the 40 Montana Proficient Students in 2017 had a LOI that was American Indian

EL STUDENT ATTENDANCE RATES

- 2016-2017
  - Current EL Students – 86.9% (156 days present)
  - Former EL Students – 87.9% (158 days present)
  - No EL Status Students – 93.1% (168 days present)

- Slight decrease in Former EL student rate compared to 2015-2016 (89.1%)

ENGLISH LEARNER STUDENTS IN ESSA

- Accountability System
  - EL progress towards proficiency will factor into EVERY school's accountability system that has at least 10 EL students that test. (10 points)
    - 100 points total available for the accountability system

- Long Term Goals
  - Graduation Rate
    - EL Graduation rate for 2016-2017 was 63.4%
      - Montana's ESSA Plan has a long term goal of increasing this rate to 73.3% by 2021-2022
  - Academic Achievment
    - Mathematics
      - EL Mathematics Proficiency Rate for 2016-2017 was 6.9%.
        - Long term goal of increasing this rate to 29.4% by 2022-2023
    - English Language Arts
      - EL English Language Arts Proficiency Rate for 2016-2017 was 6.5%
        - Long term goal of increasing this rate to 29.2% by 2022-2023

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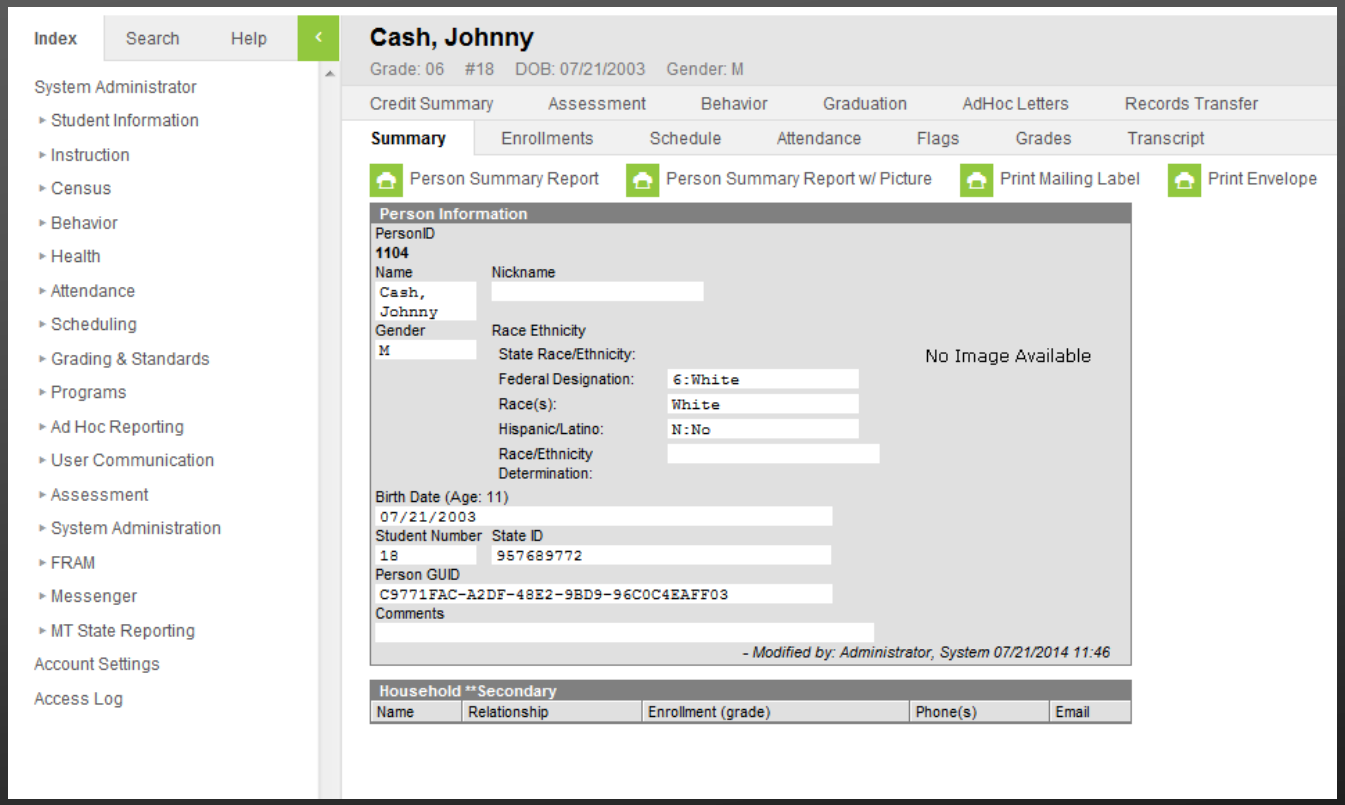
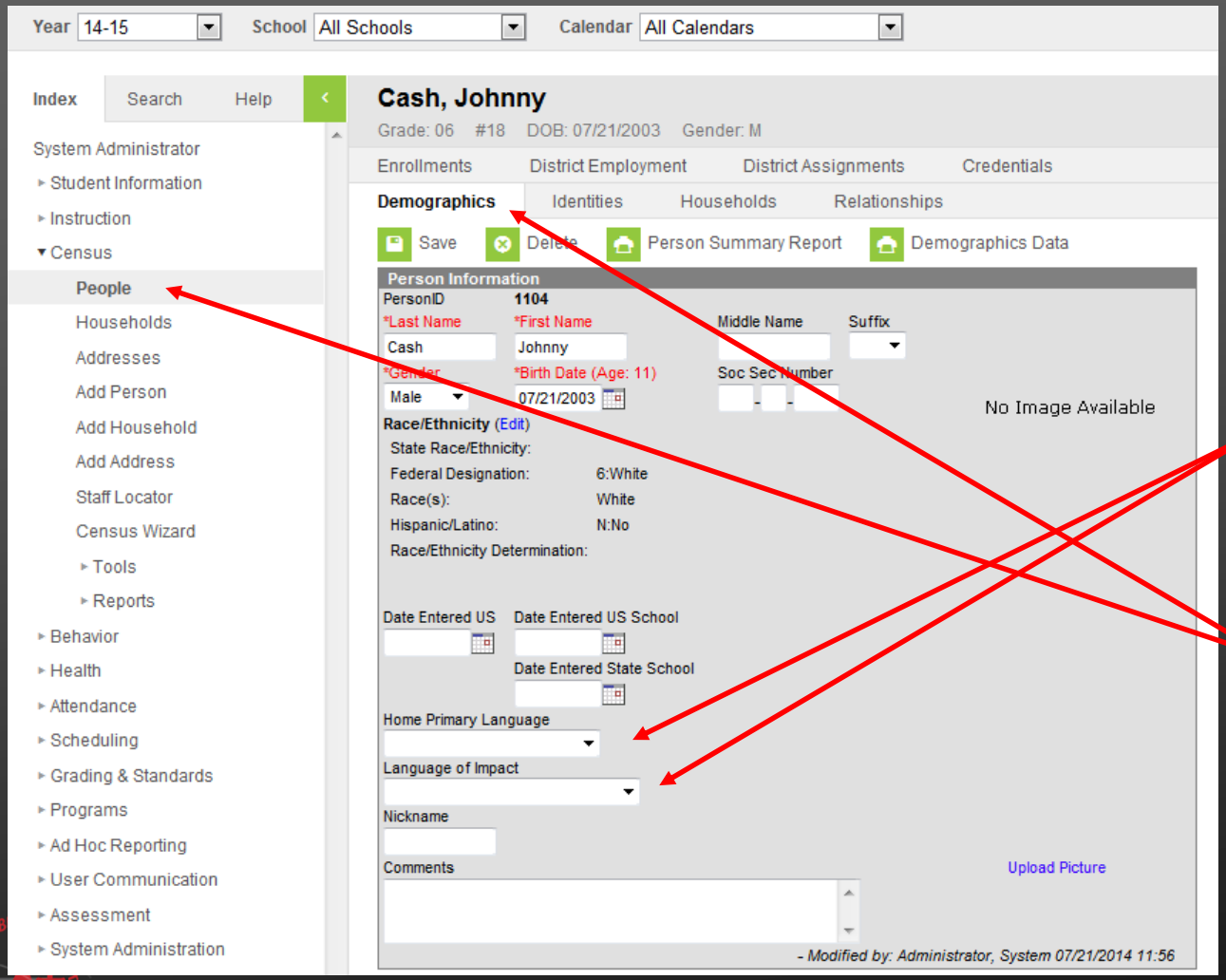
DATA AVAILABLE ON GEMS

- ELP assessment has a page devoted to only that test.
  - http://gems.opi.mt.gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx
  - Also available by going to the OPI homepage and following the correct links.
- Ability to look at domain score breakdowns by state, county, school district and school
- Compare to previous year's results on the ELP assessment.

CHANGES TO LEP INFORMATION IN AIM

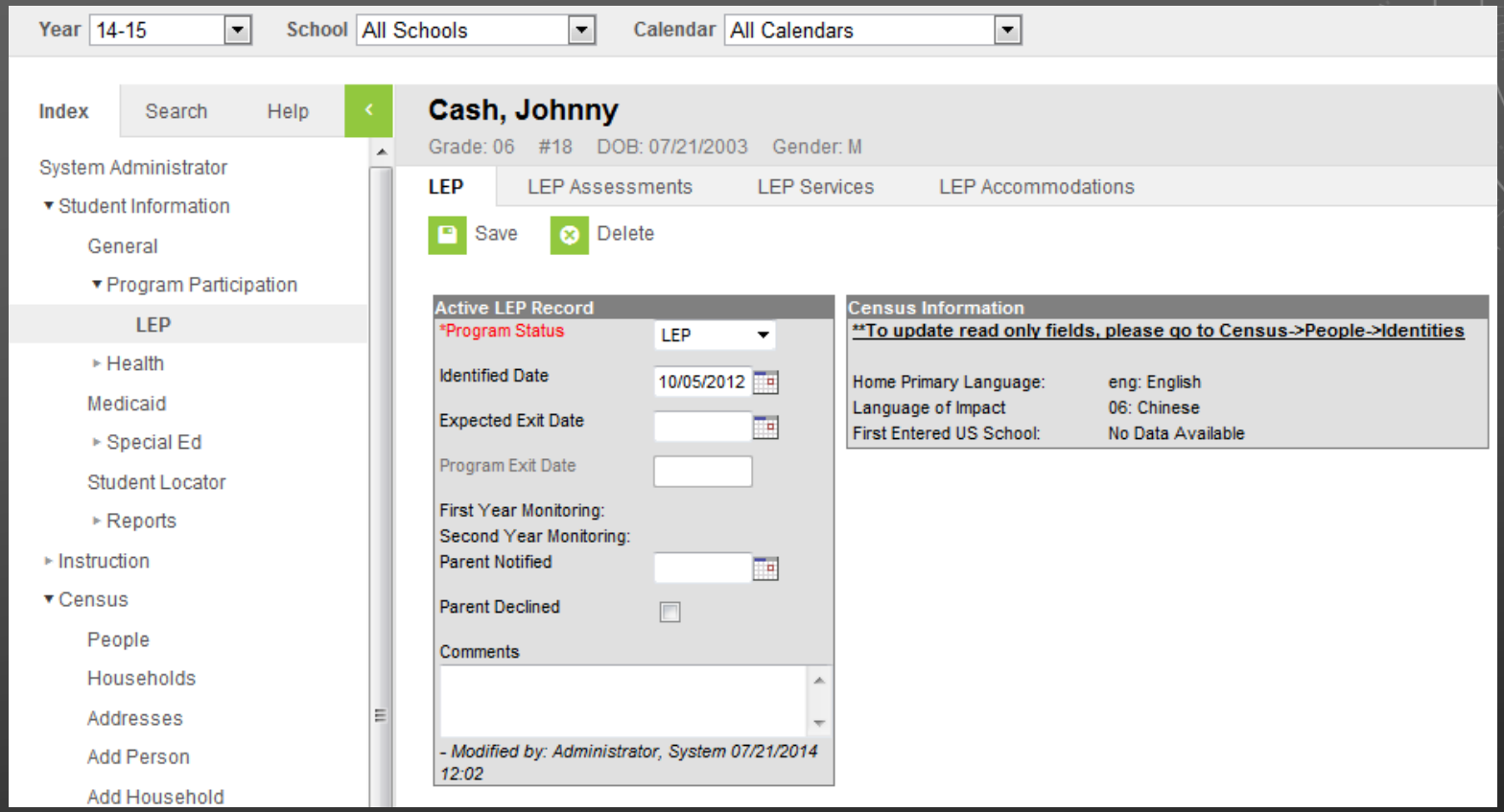


ENTERING A NEW LEP STUDENT



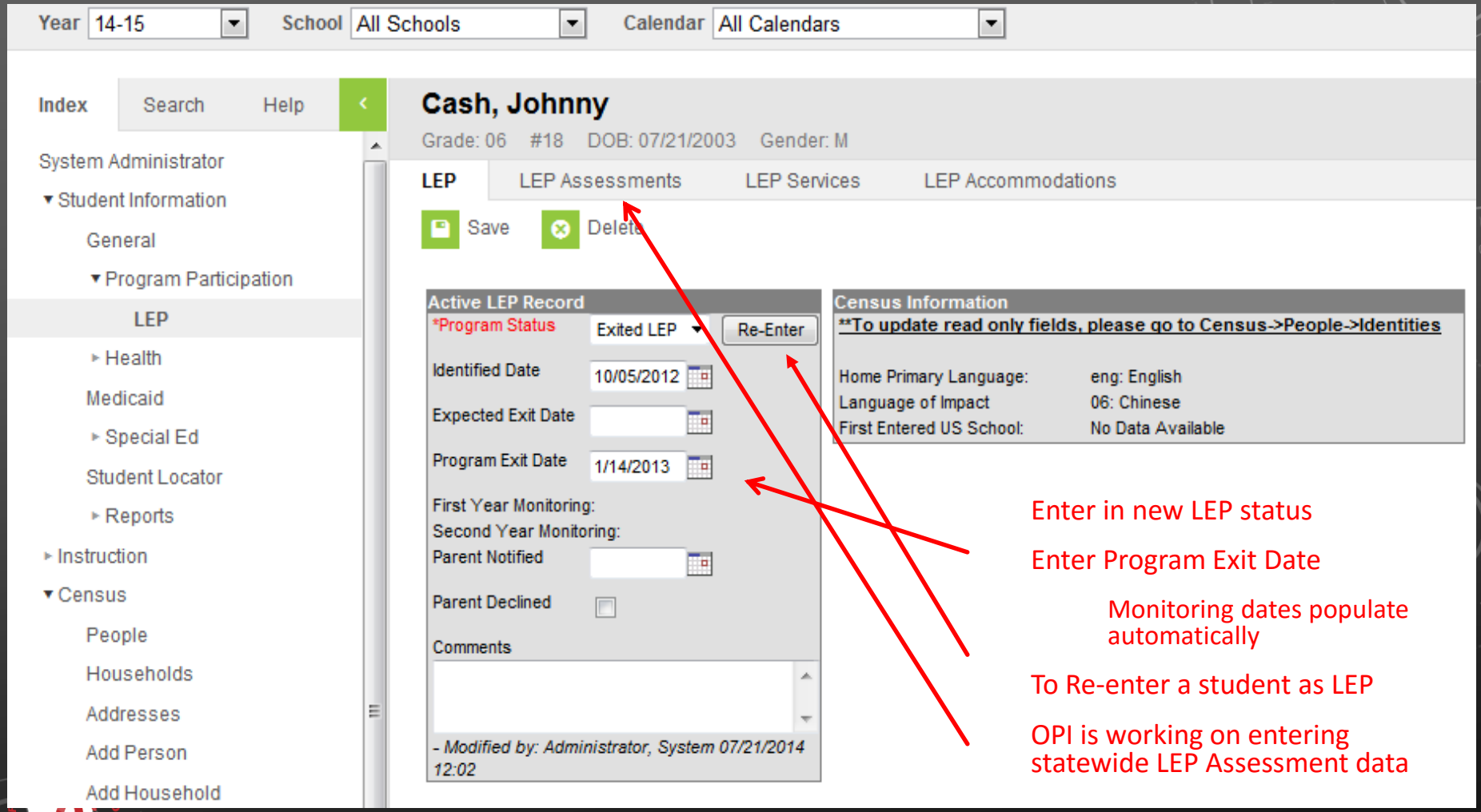
- Enter in Home Primary Language and Language of Impact
- Found in “People” and “Demographics”

ENTERING A NEW LEP STUDENT



- Enter LEP status
- Enter Identified Date
- Other information is optional

EXITING AN LEP STUDENT



Enter in new LEP status

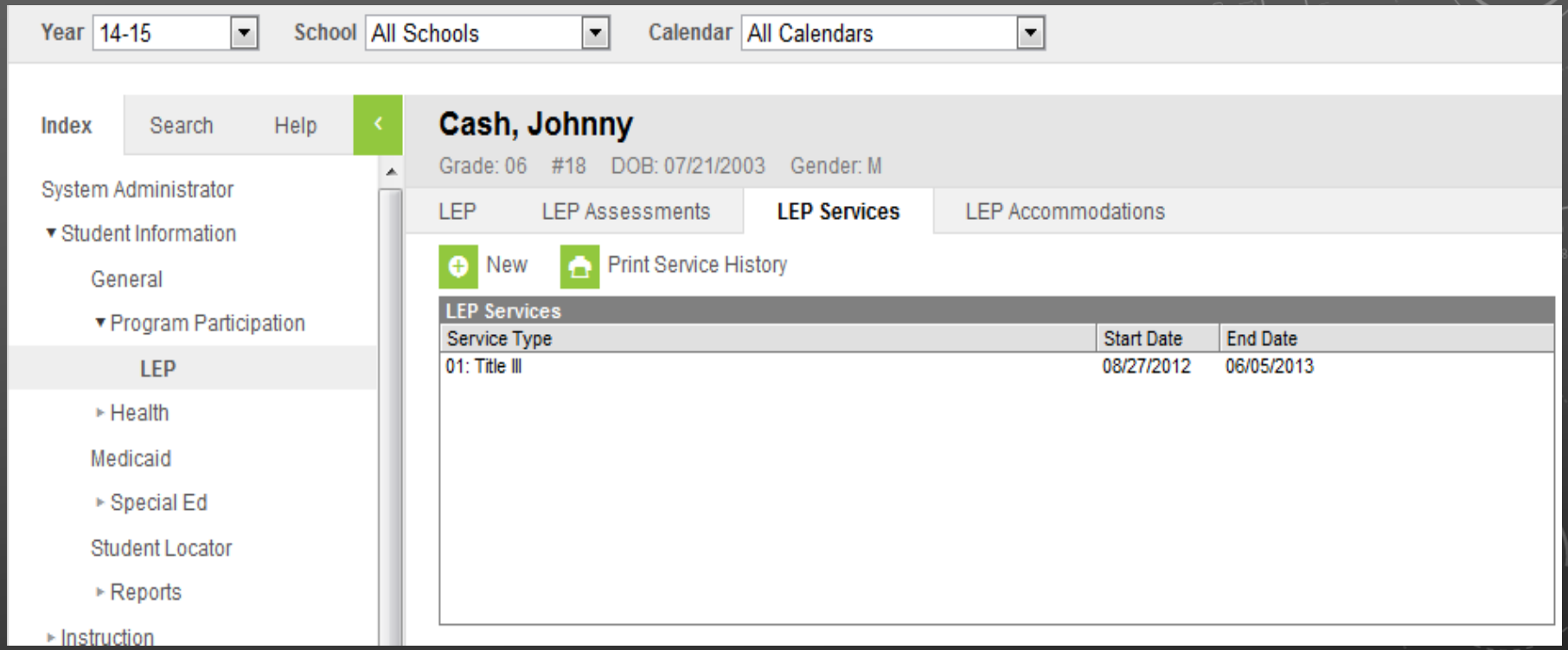
Enter Program Exit Date

Monitoring dates populate automatically

To Re-enter a student as LEP

OPI is working on entering statewide LEP Assessment data

TITLE III TRACKING CHANGE



- Title III no longer needs to be tracked in AIM
  - **State will assume all LEP students at a Title III school are Title III for reporting purposes.**
- Schools should still track exactly which students benefit from Title III funds in case they are audited. This does not need to be in Infinite Campus

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